



# Galveston Elementary School

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

661 East Galveston Street, Chandler, AZ 85225

Chandler Unified District

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing Plus  
2004-05 Performing Plus  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Not Met  
2004-05 Met  
2003-04 Not Met

#### School Improvement Status (b)

2005-06 Corrective Action  
2004-05 Corrective Action  
2003-04 Corrective Action

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Ms. Gina M. Vukovich M.Ed.  
Schedule : 07:30 AM to 04:30 PM  
Grades : Pre-K-6  
Web Address : ww2.chandler.k12.az.us/  
Phone Number : (480) 812-6500  
Fax Number : (480) 812-6520  
E-mail : vukovich.gina@chandler.k12.az.us

### Mission

Galveston's mission is to assure the healthy development of every child so that each has the knowledge, skills, and resiliency to be successful in a rapidly changing world. We use a process called Tribes, which is designed to develop a positive environment that promotes human growth and learning. The goal of Tribes is to engage all staff, students, and families in working together as a learning community dedicated to caring and support, active participation, and positive expectations for all.

### School / Academic Goals

- ü Improve student achievement in reading by using a comprehensive approach where the five essential components of reading instruction are the foundation. Reading is taught within the framework of read aloud, and independent, shared, and guided reading.
- ü Improve student achievement in writing by using a comprehensive approach. Writing is taught within the framework of write aloud, and independent, shared, and guided writing. The writing process and 'Six Traits' are the foundation of instruction.
- ü Improve student achievement in mathematics by emphasizing mathematical reasoning and problem solving. Alternative strategies are valued, multiple strategies are encouraged, and communication about mathematics is central in our instructional approach.

### Enrollment

October 1, 2005 School Year Student Enrollment : 933  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> No  
Number of Students Attending Under Open Enrollment in 2005-06 : 24

## Instructional Programs

- ü Preschool
- ü Full-Day Kindergarten
- ü Emphasis on Early Literacy Development
- ü Emphasis on Comprehensive Literacy
- ü Structured English Immersion Philosophy
- ü On-Site Special Education
- ü Extended School Day for 1st - 6th Grade
- ü After-School Tutoring

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 15 minutes
First Day of School :	7/26/2005
Last Day of School :	5/31/2006

## Shared Responsibilities

### School

We strive to provide a safe, child-centered learning environment for students. Our goal is to establish a strong sense of community where parents are essential partners; parent involvement is highly valued. We encourage each teacher to maintain regular parent contact for each student enrolled in his/her classroom. An individual student progress report is required every two weeks. Daily behavior reports (as necessary), weekly progress reports and classroom/grade-level newsletters are encouraged.

### Parents

Parents are partners in education within Galveston's school community. We recognize parent involvement in the following ways: 1) parents in decision-making roles, 2) parents as active participants within the school community, 3) parents involved in student learning at home, and 4) parents as the support system for the school's overall educational values and policies.

## Transportation Policy

Our attendance area consists of one square mile. Our boundaries are as follows: North (Ray Road) to South (Chandler Boulevard), East (McQueen Road) to West (Arizona Avenue). Galveston is a walking school. Most of the students walk to school, but some are transported by car. The exception is for those students with special needs. The only occasion students are provided with transportation is for field trips. If a student attends Galveston on open enrollment status, transportation is not provided.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü 21st Century Grant Recipient	2002
ü New 3R's - Harvard/Tufts/McLean Grant Recipient	2004
ü Arizona Sports and Tourism Authority Grant Recipient	2004
ü Chandler Rotary Club Teacher of the Year Recipient	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	2484	80010	84	97	99	413	465	447	32	5	10	25	11	18	40	53	53	4	31	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	1199	38935	85	97	99	411	466	447	35	4	9	24	12	19	40	54	55	2	30	17
Male	56	1281	40974	84	96	98	416	465	448	29	6	11	27	11	18	39	52	52	5	31	19
African American	NC	138	4201	NC	97	99	NC	443	430	NC	4	17	NC	26	23	NC	56	51	NC	14	9
Hispanic	103	767	34545	84	96	99	415	441	432	30	12	14	24	20	24	42	54	53	4	14	9
Asian/Pacific Islander	--	149	2068	--	99	99	--	486	474	--	NA	4	--	5	10	--	47	50	--	48	36
American Indian/Alaskan Native	NC	33	3979	NC	97	96	NC	452	424	NC	3	17	NC	18	30	NC	64	47	NC	15	6
White	NC	1395	35142	NC	97	99	NC	479	465	NC	2	5	NC	6	11	NC	52	56	NC	40	28
Students with Disabilities	15	312	10161	100	89	93	373	436	419	60	15	28	33	24	28	7	47	36	NA	14	8
Students without Disabilities	96	2172	69849	82	98	100	419	469	451	27	4	7	24	10	17	45	54	56	4	33	19
Limited English Proficient Students	33	205	14013	80	94	97	382	413	413	61	26	24	21	30	34	18	39	39	NA	5	3
Migrant Students	NC	10	603	NC	83	96	NC	NA	417	NC	NA	22	NC	NA	32	NC	NA	42	NC	NA	4
Economically Disadvantaged	104	727	39029	83	94	98	414	439	432	30	12	14	26	23	25	40	52	52	4	14	9
Non-Economically Disadvantaged	NC	1757	40981	NC	98	100	NC	476	462	NC	2	6	NC	7	13	NC	53	54	NC	38	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	2477	79438	83	97	98	416	467	451	24	5	9	34	17	24	41	61	56	1	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	1201	38775	85	97	99	422	475	457	18	3	7	38	14	22	42	61	58	2	21	13
Male	54	1272	40560	81	96	97	410	460	446	30	7	12	30	19	25	41	60	54	NA	13	9
African American	NC	137	4178	NC	96	98	NC	452	439	NC	8	13	NC	26	29	NC	55	52	NC	11	6
Hispanic	101	763	34297	83	95	98	416	440	434	24	12	14	34	30	31	42	51	50	1	6	5
Asian/Pacific Islander	--	150	2063	--	99	99	--	484	475	--	NA	3	--	12	15	--	67	63	--	21	20
American Indian/Alaskan Native	NC	34	3940	NC	100	95	NC	457	429	NC	3	14	NC	21	36	NC	74	47	NC	3	3
White	NC	1391	34887	NC	97	98	NC	482	471	NC	2	4	NC	9	15	NC	66	63	NC	23	18
Students with Disabilities	13	303	9588	87	86	88	382	431	416	54	18	30	31	32	32	15	45	34	NA	5	5
Students without Disabilities	96	2174	69850	82	98	100	421	472	456	20	3	7	34	15	23	45	63	59	1	19	12
Limited English Proficient Students	32	204	13856	78	94	96	382	404	407	53	31	27	34	43	43	13	25	29	NA	1	1
Migrant Students	NC	NC	600	NC	NC	96	NC	NC	418	NC	NC	22	NC	NC	38	NC	NC	39	NC	NC	2
Economically Disadvantaged	102	727	38685	81	94	97	416	437	435	24	12	14	34	32	32	41	50	50	1	5	5
Non-Economically Disadvantaged	NC	1750	40753	NC	98	99	NC	480	467	NC	2	5	NC	11	16	NC	65	62	NC	22	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	2518	79971	84	98	99	402	444	423	15	4	8	38	27	41	47	65	49	NA	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	1214	38974	85	98	99	423	457	437	5	3	5	44	20	33	51	72	57	NA	6	4
Male	56	1300	40895	84	98	98	381	432	410	25	5	10	32	34	47	43	58	41	NA	3	2
African American	NC	140	4203	NC	99	99	NC	436	411	NC	5	11	NC	31	45	NC	62	43	NC	1	2
Hispanic	103	776	34481	84	97	99	406	424	410	14	7	10	39	36	46	48	55	43	NA	2	1
Asian/Pacific Islander	--	150	2067	--	99	99	--	471	449	--	1	4	--	18	28	--	71	60	--	10	8
American Indian/Alaskan Native	NC	35	3995	NC	100	96	NC	431	409	NC	6	10	NC	34	47	NC	60	42	NC	NA	1
White	NC	1415	35150	NC	99	99	NC	453	437	NC	2	5	NC	22	35	NC	70	56	NC	5	5
Students with Disabilities	15	339	10258	100	96	94	329	406	377	40	12	23	40	47	51	20	40	25	NA	1	1
Students without Disabilities	96	2179	69713	82	98	100	413	450	429	11	3	5	38	24	39	51	69	52	NA	5	3
Limited English Proficient Students	33	206	13985	80	94	97	348	383	382	30	19	18	48	45	54	21	35	27	NA	1	0
Migrant Students	NC	10	608	NC	83	97	NC	NA	389	NC	NA	16	NC	NA	50	NC	NA	33	NC	NA	0
Economically Disadvantaged	104	738	38994	83	95	98	405	420	409	13	8	10	40	39	47	46	51	41	NA	2	1
Non-Economically Disadvantaged	NC	1780	40977	NC	100	100	NC	454	437	NC	3	5	NC	22	34	NC	71	56	NC	5	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	128	2509	80147	100	98	99	472	508	482	13	5	11	23	10	17	41	45	49	23	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	1186	39281	100	98	99	477	509	483	9	4	9	18	9	17	49	44	50	24	43	24
Male	61	1320	40780	100	97	98	466	506	482	16	6	12	30	10	17	33	46	48	21	38	24
African American	--	129	4249	--	94	99	--	480	464	--	9	17	--	16	22	--	54	48	--	21	13
Hispanic	119	756	33494	100	98	99	470	482	466	13	10	15	25	19	23	40	48	49	21	23	14
Asian/Pacific Islander	NC	148	2103	NC	100	99	NC	538	515	NC	1	4	NC	2	8	NC	33	44	NC	64	45
American Indian/Alaskan Native	NC	23	4117	NC	96	96	NC	471	456	NC	17	19	NC	13	27	NC	52	46	NC	17	8
White	NC	1453	36122	NC	97	99	NC	521	501	NC	2	5	NC	5	10	NC	44	50	NC	50	35
Students with Disabilities	22	335	10295	100	89	92	436	469	443	32	17	33	36	22	26	27	45	33	5	16	8
Students without Disabilities	106	2174	69852	100	99	100	479	513	488	8	3	7	21	8	16	44	45	51	26	45	26
Limited English Proficient Students	45	201	12722	100	98	97	438	442	441	22	26	27	40	32	33	36	38	37	2	3	3
Migrant Students	NC	15	622	NC	100	97	NC	439	454	NC	33	19	NC	33	30	NC	20	43	NC	13	8
Economically Disadvantaged	109	689	38371	98	96	97	468	475	465	14	11	15	25	20	23	42	52	49	19	17	13
Non-Economically Disadvantaged	19	1820	41776	100	98	100	495	520	498	5	2	6	16	5	11	37	42	49	42	50	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	2503	79686	99	97	98	441	486	470	21	7	11	40	16	24	38	64	57	1	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	1183	39163	100	98	99	448	492	475	17	5	9	42	14	22	39	66	60	2	15	10
Male	60	1317	40438	98	97	97	433	480	465	25	8	13	38	18	25	37	62	54	NA	11	7
African American	--	128	4228	--	93	98	--	467	458	--	7	15	--	28	28	--	59	53	--	6	4
Hispanic	117	752	33299	99	98	98	439	459	452	22	16	17	40	27	32	37	52	47	1	5	3
Asian/Pacific Islander	NC	148	2097	NC	100	99	NC	502	490	NC	2	5	NC	6	13	NC	74	68	NC	18	14
American Indian/Alaskan Native	NC	23	4087	NC	96	96	NC	445	446	NC	9	16	NC	52	38	NC	39	44	NC	NA	2
White	NC	1452	35914	NC	97	98	NC	500	489	NC	2	5	NC	10	15	NC	70	67	NC	18	14
Students with Disabilities	20	330	9808	91	88	87	411	447	432	40	22	35	35	30	32	25	41	30	NA	6	3
Students without Disabilities	106	2173	69878	100	99	100	446	491	475	17	4	8	42	14	23	41	68	61	1	14	9
Limited English Proficient Students	43	197	12594	98	96	96	414	415	422	40	45	34	49	38	45	12	17	21	NA	NA	0
Migrant Students	NC	15	611	NC	100	95	NC	412	439	NC	47	22	NC	33	39	NC	20	37	NC	NA	2
Economically Disadvantaged	107	685	38095	96	96	97	438	452	452	22	17	17	40	31	32	36	50	48	1	2	3
Non-Economically Disadvantaged	19	1818	41591	100	98	99	457	498	486	11	3	6	42	10	16	47	70	65	NA	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	128	2539	80372	100	99	99	460	492	475	6	2	4	36	20	30	57	74	64	1	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	1200	39452	100	99	99	478	503	488	3	2	3	22	13	22	73	80	72	1	5	3
Male	61	1336	40836	100	98	98	440	482	464	10	3	6	51	27	37	39	68	56	NA	2	1
African American	--	131	4264	--	96	99	--	478	465	--	2	5	--	27	35	--	68	59	--	2	1
Hispanic	119	763	33608	100	99	99	459	471	462	7	4	6	36	31	36	56	63	57	1	1	1
Asian/Pacific Islander	NC	148	2098	NC	100	99	NC	513	500	NC	NA	2	NC	10	16	NC	84	75	NC	6	7
American Indian/Alaskan Native	NC	23	4128	NC	96	97	NC	468	464	NC	4	4	NC	35	39	NC	61	56	NC	NA	1
White	NC	1474	36213	NC	99	99	NC	502	489	NC	1	2	NC	14	22	NC	80	72	NC	5	3
Students with Disabilities	22	357	10526	100	95	94	422	455	427	9	5	15	64	50	53	27	45	31	NA	1	1
Students without Disabilities	106	2182	69846	100	99	100	467	497	482	6	2	3	30	15	26	63	79	69	1	4	2
Limited English Proficient Students	45	203	12747	100	99	97	427	430	432	13	12	12	51	54	52	36	34	36	NA	NA	0
Migrant Students	NC	15	621	NC	100	97	NC	419	452	NC	13	9	NC	53	40	NC	33	51	NC	NA	0
Economically Disadvantaged	109	696	38521	98	97	98	456	465	461	6	4	6	39	38	38	54	57	55	NA	1	1
Non-Economically Disadvantaged	19	1843	41851	100	100	100	485	502	489	5	1	3	16	14	22	74	80	72	5	5	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	2492	79306	99	98	99	494	526	504	17	6	13	21	11	20	48	52	49	14	31	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	1246	38845	98	97	99	494	527	505	16	6	11	19	10	20	56	53	50	10	31	18
Male	69	1243	40383	100	98	98	495	525	504	19	7	14	23	12	19	41	51	47	17	30	19
African American	NC	168	4171	NC	98	98	NC	511	485	NC	12	20	NC	18	26	NC	51	44	NC	20	10
Hispanic	123	722	32673	100	98	99	494	502	487	17	11	18	21	20	25	49	53	46	13	15	10
Asian/Pacific Islander	--	172	2147	--	100	99	--	553	539	--	2	5	--	3	10	--	45	46	--	49	40
American Indian/Alaskan Native	--	29	4034	--	91	97	--	503	479	--	10	22	--	24	29	--	45	43	--	21	7
White	NC	1400	36234	NC	97	99	NC	537	523	NC	3	6	NC	6	13	NC	53	52	NC	38	28
Students with Disabilities	30	352	10286	97	88	91	453	476	462	47	27	41	27	28	27	27	38	27	NA	8	5
Students without Disabilities	102	2140	69020	100	99	100	506	533	510	9	3	9	20	8	18	54	54	52	18	34	21
Limited English Proficient Students	46	179	10291	100	97	96	465	467	458	33	28	38	35	34	34	26	36	26	7	2	2
Migrant Students	NC	12	630	NC	100	95	NC	509	478	NC	8	24	NC	17	27	NC	75	43	NC	NA	6
Economically Disadvantaged	118	673	37437	99	97	97	490	499	486	19	12	19	22	22	26	49	53	46	10	13	9
Non-Economically Disadvantaged	14	1819	41869	100	98	100	532	536	521	7	4	7	14	7	14	36	52	51	43	37	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	2499	79000	98	98	98	469	504	489	15	6	10	31	16	24	49	65	58	5	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	1252	38774	97	98	99	476	510	494	10	4	7	31	13	22	55	68	61	5	15	10
Male	68	1244	40150	99	98	98	464	498	485	21	7	12	31	19	25	44	62	55	4	12	8
African American	NC	170	4153	NC	99	98	NC	495	476	NC	6	13	NC	19	30	NC	67	53	NC	8	4
Hispanic	121	719	32508	98	98	98	468	481	472	16	10	15	32	29	33	48	55	49	4	6	3
Asian/Pacific Islander	--	172	2142	--	100	99	--	517	510	--	3	4	--	9	14	--	72	67	--	16	16
American Indian/Alaskan Native	--	30	4016	--	94	96	--	489	467	--	10	14	--	30	37	--	53	46	--	7	2
White	NC	1407	36135	NC	98	98	NC	516	508	NC	3	4	NC	10	14	NC	69	67	NC	17	15
Students with Disabilities	28	358	9991	90	90	88	438	458	449	36	23	33	32	40	36	32	34	29	NA	3	2
Students without Disabilities	102	2141	69009	100	99	100	478	511	495	10	3	6	30	13	22	54	70	62	6	15	10
Limited English Proficient Students	45	175	10199	98	95	95	438	441	439	33	31	35	44	46	47	20	23	18	2	1	0
Migrant Students	NC	12	629	NC	100	95	NC	477	457	NC	NA	22	NC	25	41	NC	75	37	NC	NA	1
Economically Disadvantaged	116	672	37234	97	97	97	464	479	472	16	11	15	34	30	33	46	53	50	3	6	3
Non-Economically Disadvantaged	14	1827	41766	100	98	99	512	513	505	7	3	5	NA	11	16	79	69	65	14	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	131	2528	79611	98	99	99	492	514	496	8	4	7	38	24	37	53	71	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	1263	39016	98	99	99	498	526	511	8	3	4	27	17	29	63	79	66	2	1	1
Male	68	1262	40519	99	99	98	486	503	482	7	5	10	49	31	44	44	63	46	NA	0	0
African American	NC	171	4188	NC	99	98	NC	514	486	NC	4	9	NC	20	40	NC	76	50	NC	NA	0
Hispanic	122	726	32855	99	99	99	489	491	481	7	7	10	40	37	43	52	55	47	1	1	0
Asian/Pacific Islander	--	172	2149	--	100	100	--	526	519	--	5	4	--	15	24	--	78	70	--	2	2
American Indian/Alaskan Native	--	32	3992	--	100	96	--	495	478	--	6	10	--	44	46	--	50	44	--	NA	0
White	NC	1426	36380	NC	99	99	NC	525	511	NC	2	4	NC	19	30	NC	78	65	NC	1	1
Students with Disabilities	30	387	10664	97	97	94	438	461	440	27	14	23	53	53	54	17	32	22	3	1	1
Students without Disabilities	101	2141	68947	99	99	100	506	523	504	2	2	4	34	19	34	64	78	61	NA	1	1
Limited English Proficient Students	45	175	10362	98	95	97	453	437	438	16	21	22	60	57	57	22	22	21	2	1	NA
Migrant Students	NC	12	636	NC	100	96	NC	487	467	NC	NA	14	NC	58	47	NC	42	38	NC	NA	0
Economically Disadvantaged	117	679	37626	98	98	98	488	489	479	8	8	10	41	39	45	50	53	45	1	1	0
Non-Economically Disadvantaged	14	1849	41985	100	100	100	517	523	511	7	3	4	14	19	30	79	78	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	2387	79327	100	98	98	493	543	518	29	11	19	27	12	20	37	49	46	7	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1181	38961	100	98	98	492	545	520	27	9	16	28	12	20	40	50	48	5	29	16
Male	74	1202	40295	100	97	97	495	541	516	31	12	21	26	12	19	34	49	44	9	27	16
African American	NC	162	4247	NC	98	98	NC	520	499	NC	13	27	NC	22	24	NC	52	41	NC	13	8
Hispanic	113	687	32327	100	98	98	488	510	499	31	22	27	29	21	25	35	45	41	4	12	8
Asian/Pacific Islander	NC	160	1939	NC	99	99	NC	578	556	NC	1	6	NC	4	10	NC	46	47	NC	49	36
American Indian/Alaskan Native	--	27	4391	--	96	96	--	521	489	--	19	32	--	22	27	--	33	36	--	26	4
White	10	1351	36373	100	97	98	NA	558	538	NA	5	10	NA	7	14	NA	52	52	NA	36	25
Students with Disabilities	27	316	9321	96	88	87	475	490	467	37	35	54	37	23	22	22	35	21	4	7	3
Students without Disabilities	107	2071	70006	100	99	100	498	550	524	27	7	14	24	11	19	40	51	49	8	31	18
Limited English Proficient Students	51	185	9431	100	97	95	461	471	466	53	52	53	35	25	27	12	19	18	NA	3	1
Migrant Students	--	10	635	--	100	94	--	NA	488	--	NA	31	--	NA	29	--	NA	36	--	NA	4
Economically Disadvantaged	114	637	37097	98	97	97	493	504	498	30	26	27	27	22	25	36	43	41	7	10	7
Non-Economically Disadvantaged	20	1750	42230	100	98	99	497	556	535	25	5	11	25	9	15	40	52	50	10	35	24

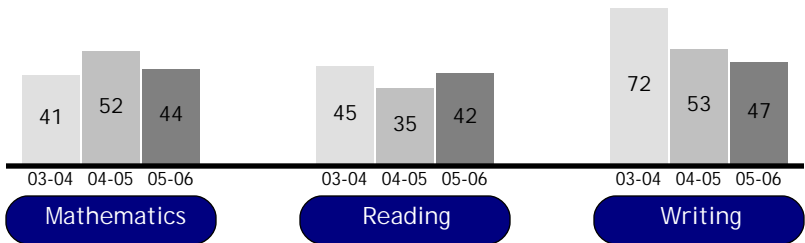
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	131	2389	79501	98	98	98	467	513	497	23	6	10	40	17	25	37	70	60	NA	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1180	39062	100	98	99	471	518	502	22	5	8	33	14	23	45	74	64	NA	8	5
Male	71	1205	40368	96	97	98	464	508	491	24	7	13	46	21	27	30	65	57	NA	7	3
African American	NC	162	4279	NC	98	99	NC	494	485	NC	9	14	NC	28	30	NC	60	54	NC	2	2
Hispanic	111	684	32389	98	98	98	462	487	478	25	14	16	44	30	34	31	53	48	NA	3	1
Asian/Pacific Islander	NC	160	1936	NC	99	99	NC	531	519	NC	1	3	NC	9	14	NC	76	73	NC	14	9
American Indian/Alaskan Native	--	27	4401	--	96	96	--	497	473	--	11	17	--	26	40	--	56	43	--	7	1
White	10	1356	36446	100	98	99	NA	526	516	NA	2	4	NA	10	15	NA	78	73	NA	9	7
Students with Disabilities	24	318	9411	86	88	88	447	469	453	42	24	36	33	38	36	25	35	26	NA	3	1
Students without Disabilities	107	2071	70090	100	99	100	472	519	502	19	3	7	42	14	24	39	75	65	NA	8	5
Limited English Proficient Students	49	182	9401	96	95	94	436	443	443	49	43	40	45	43	46	6	14	14	NA	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	111	634	37183	96	96	97	466	481	479	24	17	16	40	32	34	36	49	49	NA	2	1
Non-Economically Disadvantaged	20	1755	42318	100	98	99	474	524	513	15	2	5	45	12	17	40	77	70	NA	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	2426	80000	100	99	99	539	582	564	7	2	3	14	5	11	78	75	75	1	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1192	39288	100	99	99	550	595	579	5	1	2	8	3	6	83	70	77	3	26	16
Male	74	1230	40644	100	99	98	530	569	549	8	3	4	19	7	15	73	80	74	NA	10	7
African American	NC	164	4307	NC	99	99	NC	577	551	NC	1	4	NC	7	13	NC	79	75	NC	14	7
Hispanic	113	694	32672	100	99	99	535	557	548	7	4	4	17	11	14	75	76	76	1	9	6
Asian/Pacific Islander	NC	160	1945	NC	99	99	NC	605	592	NC	1	1	NC	1	4	NC	67	69	NC	31	25
American Indian/Alaskan Native	--	27	4424	--	96	97	--	575	549	--	NA	3	--	11	14	--	67	77	--	22	5
White	10	1381	36602	100	100	99	NA	593	579	NA	1	2	NA	2	7	NA	75	75	NA	21	16
Students with Disabilities	27	346	9919	96	96	93	516	533	505	7	5	9	22	20	35	70	71	54	NA	4	2
Students without Disabilities	107	2080	70081	100	100	100	544	590	571	7	1	2	12	3	7	79	76	79	2	20	12
Limited English Proficient Students	51	189	9571	100	99	96	509	501	502	12	10	10	31	30	29	57	60	60	NA	NA	1
Migrant Students	--	10	654	--	100	97	--	NA	534	--	NA	7	--	NA	16	--	NA	74	--	NA	3
Economically Disadvantaged	114	644	37534	98	98	98	537	552	547	8	4	4	13	13	15	78	77	76	1	7	5
Non-Economically Disadvantaged	20	1782	42466	100	100	100	549	593	578	NA	1	2	20	3	7	75	74	75	5	22	16

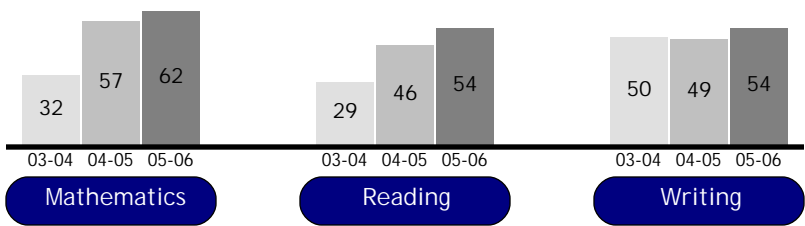
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.



The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.



## Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	32	NA	58	100	27	53	47	100	27	56	46
	Language	99	38	58	50	100	25	52	47	100	27	59	48
	Mathematics	99	39	71	64	100	31	58	50	100	30	65	52
3	Reading	96	27	NA	55	99	27	54	44	81	20	58	46
	Language	100	32	66	61	99	30	52	44	83	21	56	46
	Mathematics	100	37	66	61	99	34	61	51	83	25	63	52
4	Reading	92	32	NA	56	99	35	56	48	98	27	61	52
	Language	95	34	59	52	99	36	56	49	100	34	63	52
	Mathematics	96	40	68	61	99	39	62	53	100	48	72	58
5	Reading	99	32	NA	55	99	36	57	50	96	39	65	56
	Language	100	30	56	49	99	36	58	50	98	37	63	54
	Mathematics	100	44	69	63	99	40	58	49	98	44	65	52
6	Reading	96	37	NA	56	99	42	60	51	97	35	67	56
	Language	96	29	57	48	99	34	55	47	99	25	59	50
	Mathematics	97	50	74	66	100	38	63	52	99	37	72	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Galveston Elementary School

## School Site Council

### Council Composition

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

### Council Duties

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	58.66
Other Professional Staff	3.00	Teacher Aide	8.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	3	0	0
4 to 6 years	1	5	0	0
7 to 9 years	0	5	0	0
10 or more years	12	17	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	69
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

Ü Literacy Library (Leveled Readers)	Ü Media Center w/Professional Dev. Section
Ü State-of-the-Art Computer Lab	Ü Parent Resource Room

### Extracurricular Activities

Ü Student Leadership Council	Ü Intramural Sports Program
Ü Talent Team Fine Arts Program	Ü Parent Compact Tutoring Program
Ü Visual Arts Club & Game Club	Ü Harvard/Tufts Reading Intervention Prog.
Ü Running Club	Ü Battle of the Books

### Social Services

Ü Federal Breakfast Program	Ü Prenatal & Parenting Assistance
Ü Federal Lunch Program	Ü Clothing & Food Banks
Ü Adult Education Classes	Ü Health Services, including Dental Care
Ü Adult English Language Classes	Ü Preschool Program

## Indicators of Success Based on Historical Data from 2005-06

### School Achievements/Accomplishments 2005-06

- ü Shared leadership is a vital component of Galveston Elementary School's overall organization. All staff members are trained in the Tribes process and participate in a community service group, which serves our students, families, & greater community.
- ü We strive to be a community school. Therefore, we've incorporated a variety of after school opportunities for students. Academic support, fine arts, sports and specialty clubs are just a few ways we provide additional services to our students.
- ü Our community outreach goal to provide meaningful learning experiences & services for Galveston parents. Adult English Language and parent education classes, in addition to parenting workshops are just a few examples of available community services.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Promotion Rate <sup>5</sup>	94	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

We use a process called Tribes. Tribes is designed to develop a positive environment that promotes human growth and learning. Each teacher establishes a caring environment where positive interactions, cooperative learning, and the social development of each student is the focus. A caring environment includes: an atmosphere of trust; a sense of belonging and community; involvement in decision making; clear expectations, goals, and learning outcomes; and fairness and equity in participation.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Ms. Gina Vukovich	(480) 812-6500
Transportation Policy	Mr. Sterling Skousen	(480) 812-7295
Community Resources	Ms. Elizabeth Leon	(480) 812-6574
School Nutrition Programs	Ms. Laurie Judd	(480) 812-6504
Parent Organization	Mr. Floyd Galloway	(480) 812-6500
Student Health/Nurse	Ms. Jenny Marmaduke	(480) 812-6502

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.